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ABSTRACT

In 1971, the "State Plan for Community Colleges in the State of Nevada" outlined goals and strategies for Nevada's four comprehensive colleges in areas including open-access, occupational education university transfer education, and community service. By 1991, the colleges had surpassed all goals set for them in 1971. Specific accomplishments include the provision of special training and employment for more than 3,500 single parents since 1985 and hundreds of immigration "Amnesty" classes since 1988. In the future, Nevada's community colleges will be challenged to: (1) demonstrate accountability for educational outcomes; (2) meet the educational needs of growing numbers of underprepared students; (3) move the curriculum beyond provincialism toward a global perspective; (4) serve Nevada's many isolated, rural populations through distance learning; (5) develop programs to rectify shortages of qualified personnel in scientific and technical fields; (6) assist underrepresented populations in overcoming obstacles to careers in scientific and technical fields; (7) alter faculty roles to take advantage of emerging technologies; (8) develop strategies to recruit and retain faculty in light of projected faculty shortages in all fields; (9) retain students, especially those from underserved and minority populations; (10) forge a sense of community and integration with their students; (11) ensure adequate facilities and physical resources; (12) promote cultural awareness among students and the community at large; (13) meet increasing societal demands for a technically literate work force; (14) provide upgraded and customized training to Nevada business and industry; and (15) form alliances and partnerships with all segments of the population. Strategies for meeting these challenges and broad goals for the future are set forth. (PAA)

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NEVADA RESPONDS TO THE COMMUNITY COLLEGE

CHANGING WITH THE TIMES

CHALLENGING THE FUTURE

FUTURES COMMISSION REPORT

U.S. DEPARTMENT OF EDUCATION
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As Nevada's four community colleges celebrate their 20th anniversary of service to the Silver State, they are also looking to the future. Their lifespan since doors opened in 1969 has paralleled Nevada's tumultuous ride from near obscurity to boom times. It is a period in which the state evolved from a brash, defensive colony to become part of mainstream America. Its principal economic activity - gambling - once a vice, became an economic virtue. In those 20 years, Nevada moved into the big time in banking, mining and entertainment. While Las Vegas and Reno opened huge casino resorts, rural Nevada was transformed from cow counties to gold country. It was an era that bristled with opportunities and the fledgling community colleges grew with the cities and towns they served.

In recalling the past two decades of success, we are keeping a keen eye toward tomorrow as well. This report presents a brief observance of the history of the Nevada community colleges. It also analyzes the challenges facing the schools in the coming decade and presents goals for accomplishing them.

To begin, we will look not at the institutions themselves but rather at the impacts of these institutions on Nevada. How do the colleges measure up against the standards set for them in the 1971 "State Plan for Community Colleges in the State of Nevada"? We will look at the goals of that original plan, peer into the heart of the colleges' reasons for being, and determine what has shaped them. By doing so, we hope to find out just what a community college means in Nevada in the last decade of the 20th century, and how the community colleges are poised for the future.

The 1971 plan outlined the goals and strategies for "comprehensive colleges" that would follow an "open-door philosophy" to provide access to educational opportunity for the citizens of a community. "The colleges envisioned were to represent 'second-chance' opportunity that may not have been previously available." They should "not become four-year colleges," but they should be "collegiate institutions in their own right." In the beginning, there were to be three such colleges and they were to be a division of the University of Nevada System. These were Elko Community College, Clark County Community College, and Western Nevada Community College. In 1991, only one of these original names remains -- Western Nevada Community College (WNCC). In 1973, Elko Community College became Northern Nevada Community College (NNCC). In 1976, Truckee Meadows Community College (TMCC), the Washoe County center of Western Nevada Community College, became a separate institution. In 1991, Clark County Community College was renamed Community College of Southern Nevada (CCSN).

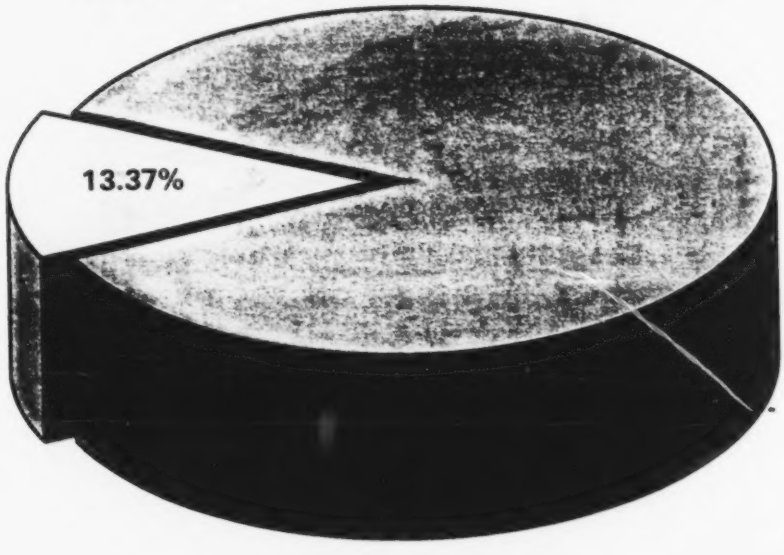
An important mission of the community colleges was to provide "occupational education" through one-year certificate programs and two-year associate degrees. In 1991, the colleges offered a total of 124 certificate and degree programs in occupational education. These ranged from a metallurgical laboratory certificate at Northern Nevada Community College to piano pedagogy at Western Nevada Community College, to substance abuse counseling at Truckee Meadows Community College, to varied certificate programs in child development at Community College of Southern Nevada.

Occupational training included such diverse associate degrees as diesel mechanics and mill mechanics (NNCC), dental assisting and criminal justice (TMCC), physical therapy and culinary arts (CCSN), and machine tool technology and computer aided drafting (WNCC). Collectively, the colleges led the Nevada work force in the transition to the computer age, training literally thousands of students to become computer literate, use software and do programming.

By 1991, Nevada's community colleges had met and in fact surpassed all the goals set for them in 1971. Each one offers associate degree nursing programs. All continuously develop short-term training programs for the disadvantaged in cooperation with Job Opportunities in Nevada (Job Training Partnership Act), and the colleges have a variety of special re-entry programs involving extensive counseling and occupational planning. Some have cooperative agreements with the universities for the articulation of technical programs, and some have agreements involving capstone programs through which community college technical graduates may complete university programs certifying them to become public school teachers. All have articulated occupational programs with secondary schools in their districts. All have partnerships with industry to provide technical education.

Another goal of the 1971 plan was university transfer education, or programs in the liberal arts and sciences. Today arts and sciences offerings of the community colleges serve the communities in a spectacular variety of ways. The lower division arts and science programs culminate in the Associate of Arts and Associate of Science degrees that students use to transfer to universities. Citizens, many of whom are university graduates, enroll in community college liberal arts to obtain essential knowledge in human relations, mathematics, communications, global perspective, and foreign languages. All Nevada community colleges have arts and sciences programs through which eligible high school seniors may complete up to a semester of freshman year courses. All provide impressive cultural activities in many communities -- fine arts exhibits and performances.

TUITION AS A PERCENTAGE OF THE COST OF A COMMUNITY COLLEGE EDUCATION (STATEWIDE AVERAGE)



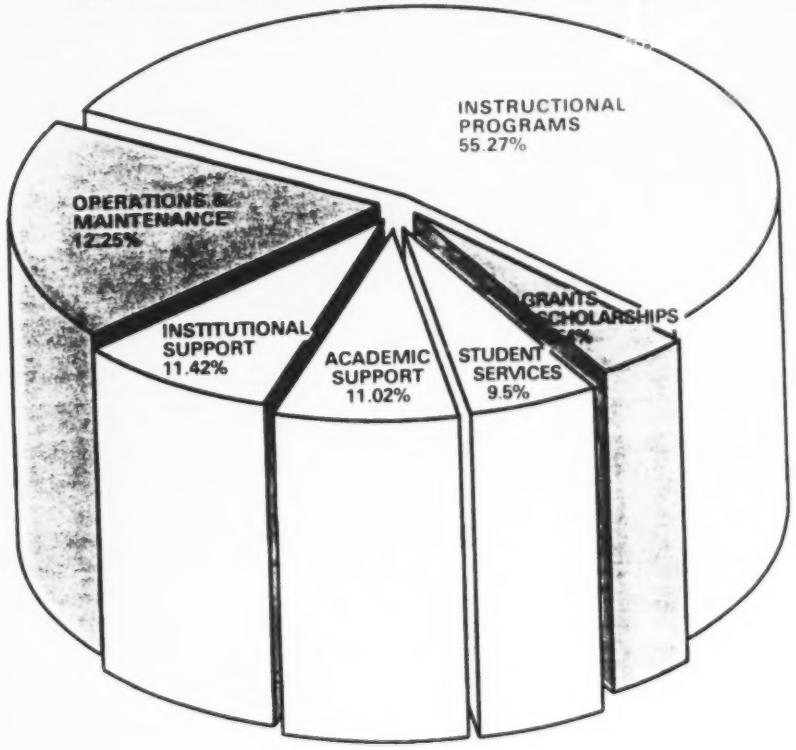
According to the 1971 plan, the colleges were to be "open-door" and "second-chance" institutions. That meant another mission was to provide developmental education. After 20 years of service, the community colleges have developed extensive activities designed to improve literacy in the adult population. Each year, they serve thousands through Adult Basic Education in cooperation with the Nevada Department of Education. ABE ESL students are those adults whose inability to write, read and speak English impairs their job opportunities, their full citizenship, and their hopes of advancing in education.

All the community colleges have participated in the Amnesty program, offering classes in the English language and U.S. history government funded by the U.S. Immigration and Naturalization Service. Several thousand immigrants have attended these classes at the four community colleges in the past two-and-a-half years. All the colleges have workplace literacy programs -- some with casinos, others with companies like Union Pacific Railroad which has combined efforts with NNCC to upgrade the literacy of Hispanics in its work force.

Nevada's high public school dropout rate inevitably affects the community colleges and they must devote resources to preparing undereducated adults to the point that they can succeed in community college general education and occupational programs. Developmental education is big business in Nevada's community colleges and with the onrush of immigrants and poorly prepared students, it will continue to be in the coming decade.

Community services was another significant goal of the fledgling colleges of the early 1970's. Community services was often decried by those who had little understanding of the

BUDGET EXPENDITURES AT NEVADA'S COMMUNITY COLLEGES
1990-1991 FISCAL YEAR (STATEWIDE AVERAGE)



functions of a community college. Community services meant everything from community use of college facilities to avocational courses to self-improvement activities. It meant non-credit compliance courses in everything from mine safety to bus driver training to interactive telecommunications seminars for professionals. Eventually, state economic development and diversification became goals of the community college, and business and industry development centers created counseling and research activities for citizens in business or those planning businesses. Community services was the division through which countless citizens renewed themselves and helped to develop their communities culturally. The internationally famed Cowboy Poetry Gathering in Elko was originally an NNCC community services project.

Among the collective accomplishments of the state's community colleges:

- Since 1985, they have operated special programs to provide training and employment for more than 3,500 single parents. Since the early 1970's, they have taken a leading role in the literacy effort by providing statewide adult basic education, English as a second language classes for more than 3,000 undereducated or limited English-speaking people.

- Since 1988, they have provided hundreds of "Immigration Amnesty" classes at many different sites around the state for thousands of immigrants. Community colleges have organized programs in nursing to train health care personnel to work in hospitals and health care facilities.

- Since 1986, some colleges have cosponsored with the state's medical school the Area Health Education program which is designed to upgrade the knowledge of health care providers.

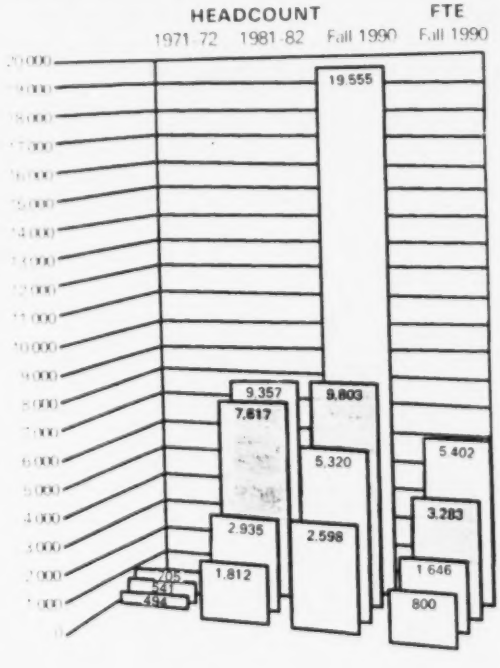
- Since the beginning, they have organized and conducted classes and programs designed to train the work force for the development of business and industry.

- The colleges have offered "first-and second-chance" liberal arts and sciences undergraduate programs for countless persons who are now community leaders in business, education, law and public services.

Enrollment at Nevada's community colleges has grown dramatically in the schools' first two decades of service. As the Silver State continues to be one of the fastest growing states in the U.S., and as Nevadans continue to seek opportunities in higher education, this strong growth is expected to continue.

ENROLLMENT

NORTHERN NEVADA **WESTERN NEVADA**
TRUCKEE MEADOWS **SOUTHERN NEVADA**



Challenges Affecting Curriculum and Instruction

❶ Community colleges will be asked to demonstrate accountability for the outcomes of the educational process.

Nevada's community colleges will be asked to demonstrate the effectiveness and quality of the education they provide. This challenge must be resolved at the same time the colleges confront critical social and economic dilemmas.

STRATEGIES:

- Community colleges must develop systematic procedures for assessing the quality of classroom instruction, the persistence of enrolled students in completing programs, and the future professional success of graduates.
- The colleges should make use of the latest available technology and resources to track students' educational progress.
- Information obtained about performance must be used to drive curriculum and instructional reform throughout the adult learning system.
- Colleges must set high expectations for performance of all students, hold themselves accountable for each student's learning, and design incentives for improvement, including rewards and sanctions linked to performance.

❷ As community college enrollments increase, more students will be underprepared and will need upgrading of basic skills.

Growing population, more demanding entrance requirements imposed by universities, and a rising number of high school graduates lacking basic academic skills will demand commitment of community college resources and staff to equip students with the skills necessary for academic success. Support staff in counseling and advising will experience overwhelming demands for educational guidance and basic skills assessment.

STRATEGIES:

- The developmental concept must be extended across the curriculum providing supplemental and related instruction programs for students enrolled in every program at the community college.
- Specialized techniques will be needed, including performance-based basic skills instruction in writing and problem solving, use of academic skills specialists, assessment and counseling of underprepared students, and incorporation into the learning process of computer software designed for basic skills instruction.

❸ Community college curriculum will need to move beyond provincialism toward a global perspective incorporating issues affecting the world as a whole.

Community college curriculum must incorporate concepts and instructional materials increasing student awareness of the "global village." Nearly every aspect of the Nevada and national economy is becoming linked to relationships with other nations. An effective work force of the future must consist of leaders and employees aware of the world's diverse social and cultural systems.

STRATEGIES:

- Stereotypical images of people of other cultures must be replaced with accurate knowledge and sensitivity to other races, religions and cultures.
- Community college faculty must help students view their state and communities as an important part of an international economic environment.
- Community college curriculum must incorporate awareness of regional, national and international environmental issues, including threats posed by population growth, technology and past negative environmental practices.
- General education curriculum mu't emphasize the need for a global perspective and an understanding of human relations.

❹ Serving Nevada's many isolated, rural populations will require access to distance learning techniques and technology.

Despite the rural isolation of many Nevada citizens, the need is great for education or retraining to contribute to economic growth and social stability. Distance need not be an obstacle to access to education and retraining. Place-bound citizens have the right to access the educational system they support.

STRATEGIES:

- Community colleges must adapt instructional techniques and strategies to developments in educational technology, particularly adopting technologies designed to facilitate distance learning.
- By utilizing proven long distance learning techniques, community colleges will be developing the most cost effective means to serve isolated Nevadans -- those Native Americans on reservations, prison inmates, and residents in remote towns of the Great Basin.

❺ Scientific literature and demographic forecasts predict severe shortages of qualified personnel in scientific and technical fields throughout the coming decade.

Nevada's community colleges offer a bridge between secondary schools and universities which can help provide society with trained scientists, engineers and technical personnel.

STRATEGIES:

- Tech-prep programs must be developed between community colleges and secondary school systems to help prepare students for scientific and technical education at the post-secondary level.
- Community colleges must forge strong articulation agreements with colleges and universities as well as with the public school systems to help students progress through the educational process.
- Through development of learning networks, the colleges of Nevada will build connections with each other, universities and secondary schools by initiating local models of collaborative services.

❻ Underrepresented populations face severe obstacles in pursuing careers in scientific and technical fields.

Women and minorities are underrepresented populations in the fields of sciences and technology, yet they are a valuable source from which scientists and engineers of the future can be drawn.

STRATEGIES:

- Community colleges must help develop programs which ensure the development of a strong core of future researchers and teachers in the sciences, mathematics and technologies, particularly focusing on increasing the number of women and minorities entering these fields.
- Community colleges must offer the starting point from which to build the academic skills and the self-esteem necessary for success in these demanding fields.

Challenges Affecting Faculty and Students

❶ Emerging technologies will require a change in faculty roles.

Emerging technologies are creating instant access to information. These rapid developments and advances in technological delivery systems for instruction will offer opportunities for improving the quality of instruction and extending access to education. They also compel extensive efforts to prepare current faculty to meet the future.

STRATEGIES:

- Faculty must evolve from being merely a source of information to teaching students how to use information in solving social and economic problems. Faculty will become facilitators of learning.
- Faculty will need extensive orientation to utilize such tools as interactive video and computer assisted instruction effectively in the instructional process.

❷ Community colleges will confront a shortage of qualified faculty in all fields and face stiff competition in recruiting new faculty.

Graduate schools will not produce the number of qualified graduates necessary to meet the faculty shortage resulting from retirements by an aging faculty nationwide. In Nevada, the shortage of qualified faculty will become even more acute as rapid population expansion and economic growth place increasing demands on community colleges to develop new curricula and recruit new faculty. At the same time, maintaining excellence and assuming the responsibility for preparing students to enter a complex and changing society will enhance the crucial role of the community college faculty member.

STRATEGIES:

- Community colleges must develop innovative strategies to maintain qualified instructional staff and ensure ongoing recruitment of new faculty, both during a period of economic and population growth and during a potential decline in the numbers of graduates preparing to become college teachers.
- Community colleges must identify and encourage their own students to consider a career goal of becoming a community college faculty member.
- Community colleges must promote professional development programs for all staff and volunteers, adopt quality standards for teachers and administrators, and collaborate with universities to expand teacher development opportunities.
- Community colleges must have access to monetary and other meaningful reward systems to retain and recruit qualified faculty.

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❸ Community colleges will face the challenge of retaining students in educational programs, particularly those students from underserved and minority populations.

Shortage of faculty and a growing student population may exacerbate the problems of attrition and dropouts facing community college faculty and administration. Students requiring special help and support to succeed will be among the first to suffer.

STRATEGIES:

- Community colleges must maintain the open door philosophy central to their role and mission while confronting limitations of space, staff and support funds necessary to serve society's educational needs.
- School faculty and staff must work diligently to remove the preventable barriers to learning -- assuring that students have the support services they need, leading the fight against student drug and alcohol abuse, and creating campus, classroom and laboratory environments that promote learning.

❹ Community colleges will need to forge linkages with their students to encourage a sense of community and integration.

Cultural, economic and social diversity of the student body of the 1990's will threaten to turn community colleges into educational shopping malls attempting to serve hordes of anonymous consumers. At the same time, the college campuses will reflect the communities they serve, where increasing populations of ethnic minority groups speaking different languages and preserving unique cultural values will exert strain on society.

STRATEGIES:

- Colleges must foster a learning, social and cultural environment promoting collegiality and community among students and faculty, and support activities that encourage communal respect and participation.
- Community colleges must offer their communities leadership and set an example for coping with social changes.
- Community colleges must strive to enlarge the pool of minority college entrants by developing, coordinating and supporting both public and private efforts to guarantee admission and offer counseling and financial assistance to high-achieving, low income students.
- The educational success of minority students must be encouraged by diversifying faculty and staff to reflect the community college population, and by targeting groups underrepresented in math, science and technical fields while increasing capacity in those educational fields.

Challenges Affecting Facilities and Physical Plants

❶ Nevada's community colleges will need adequate facilities and physical resources in the wake of extensive growth and increasing needs.

Nevada's community colleges are restricted in program offerings to meet community needs through simple lack of space in which to hold classes or laboratory sessions. They currently rely on classroom facilities in elementary, middle and high schools throughout their communities to supplement dedicated facilities. In the wake of strong enrollment growth and increased demands for scientific, computer and technical training, the problem becomes one of the community college system's greatest challenges.

STRATEGIES:

- To deliver instruction effectively, the community colleges must find adequate classroom and laboratory space and appropriate equipment to educate and train students.

❷ Community colleges face the challenge of promoting the cultural awareness of the student population and the community at large.

Congruent with the instructional goals of the colleges is an effort to promote cultural and social experiences as a natural extension of classroom learning.

STRATEGIES:

- Future facilities must not only accommodate expanding demands for instruction but must also acknowledge the need for arts and theater, student social interaction and the concept of the campus as a community.

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Challenges Affecting Economic Development

❶ Society faces increasing demands for a technically literate work force able to perform in a complex, technical environment.

More than 25 percent of Nevada's current work force lacks basic communication and computation skills. At the same time, community colleges face growing demands from industry to retrain thousands of workers lacking the basic skills necessary to perform complex tasks and adapt to changing technologies.

STRATEGIES:

- Community colleges must find ways to stretch resources even thinner to provide worksite literacy programs.

❷ As society advances, upgraded and customized training techniques are needed by Nevada business and industry to remain competitive in a global economy.

Nevada's economic expansion makes this even more crucial as new companies seek to hire a work force trained in skills which may not even have existed five years ago.

STRATEGIES:

- Community colleges must strengthen their ability to respond to specific training needs and adjust curriculum quickly to reflect changing needs in the work force.

- Community colleges will not be able to rely on generic educational programs designed to provide students with a broad background in a field of study. Each college must develop the ability to serve specific, focused training needs as they arise in business and industry.

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❸ Community colleges will need to form community alliances and partnerships with all segments of the population to carry out their mission of broadbased education and social interaction.

Community colleges can serve as an important link with community organizations, government officials and agencies to help identify and solve social and economic problems.

STRATEGIES:

- Community colleges should offer resources and personnel to support efforts to reduce drug abuse in the community, participate in resolving problems posed by high school dropouts and at-risk youth, and help alleviate problems of the homeless.
- Community colleges must actively engage in governmental relations, maintaining a flow of adequate and accurate information to legislators and government leaders to translate and help solve problems.
- Community colleges cannot isolate themselves from emerging social and economic problems, but must assume leadership in community efforts to improve quality of life for all citizens.

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The history of community colleges in Nevada has shown a remarkable diversity of services rendered and residents served. In the coming years, this will continue and the colleges will get measurably better at what they do.

Community colleges have attracted leaders and faculty with a strong task orientation, spirit of innovation, and a bent for entrepreneurship. Building on their track record, community colleges will become even more responsive and flexible in meeting needs, offering year-round programs, scheduling classes and workshops of varying lengths, and providing specialized training to meet needs of specific companies or agencies.

Economic and demographic realities in the 1990's will challenge this flexibility and responsiveness, and there is strong reason to foresee that leaders and faculty will successfully heed the call. The year 2000 will find community colleges in full partnerships with business and industry to train the technicians who will be needed to maintain Nevada's economic health in an increasingly competitive national and global system. Accelerating technological change alone will demand a strong system of continuing education for much of the state's work force. Human resource development could well become the national crisis by 2000 because:

- *the experienced U.S. work force is retiring;*
- *the new work force is relatively smaller than the generation it will support in retirement;*
- *demographically, the new work force will include a much higher percentage of women, minorities, immigrants and the handicapped; and*
- *more jobs will require some type of post-secondary education or training.*

For their own reasons, business and industry will financially and politically support community colleges as centers for training and education tied to economic development. Community colleges are particularly well suited to training, retraining and upgrading the work force; much of the education and training needed will not require a four-year university program. Rather, it will be non-traditional in delivery, scheduling and content, and much of it will require customized training delivered on short notice.

Because of changing demographics, many individuals who previously have not been highly trained or economically productive must by the year 2000 be prepared for training and productivity. Community college experience and skill in developmental education will be a significant part of training the hard-to-educate. They will need literacy, thinking and problem-solving skills on a much wider basis than ever before. Community colleges will devise improved strategies to help the undereducated achieve this.

Finally, Nevada's growing population and economic realities will likely force a tightening in the entrance requirements at the state's two universities. This will increase the number of transfer students on community college campuses. In addition, Nevada's community colleges will reach a maturity and excellence by the year 2000; they will offer transfer degrees that reflect each college's distinctive traits and that wholly meet lower division requirements at the universities. By the year 2000, then, many more high school seniors as well as older students will routinely choose to enroll their first two years at a community college before transfering to a university.

Ties with business, industry and government, and growth in the schools' transfer programs will be paralleled by greater community college involvement with the state's secondary schools. Articulation of courses will drastically increase for both occupational and transfer programs. Community colleges can and will assist high school administrators, teachers and counselors in providing career maps for graduating seniors.

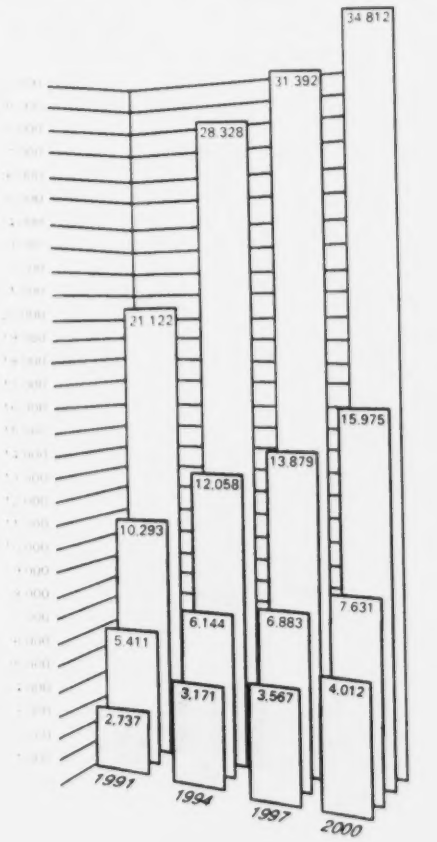
The need for a larger work force implies that young people who are not necessarily headed for a four-year college degree will need to get on with their life's work sooner than they do now. Community college programs in cooperation with business and industry will provide resources and motivation for young people to move sooner into the training arena.

Achieving measurably better results with the multiple missions and varied clientele of Nevada's community colleges will require sophisticated means of institutional research and assessment programs. These will be in place by 2000 and will provide the data to help community colleges achieve their goals.

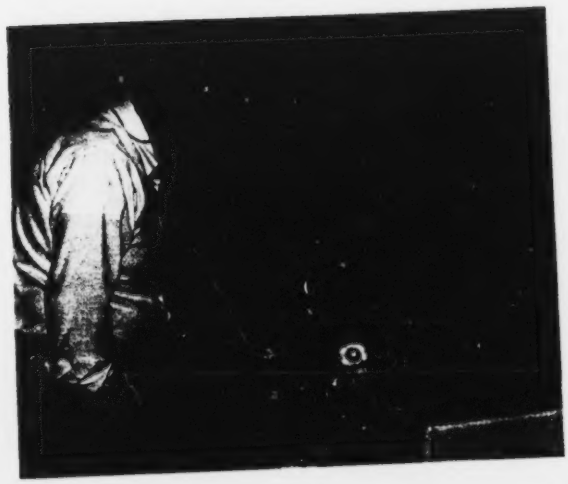
One can arguably say that community colleges are where the action is in education today. In that leadership role, the 1990's will bring plenty of challenges and conflicts, stumbling blocks and rewards. But Nevada's community colleges will not stand by and watch the future pass them. They are poised to make the future count.

ENROLLMENT PROJECTION

NORTHERN NEVADA
TRUCKEE MEADOWS
WESTERN NEVADA
SOUTHERN NEVADA



VISION: Space, distance and time will no longer be barriers to learning. Through carefully planned introduction of telecommunications and computers into the learning process, Nevada's community colleges will offer access to televised lectures at multiple viewing sites, video-assisted instruction and computer-assisted learning, offered at non-traditional times.

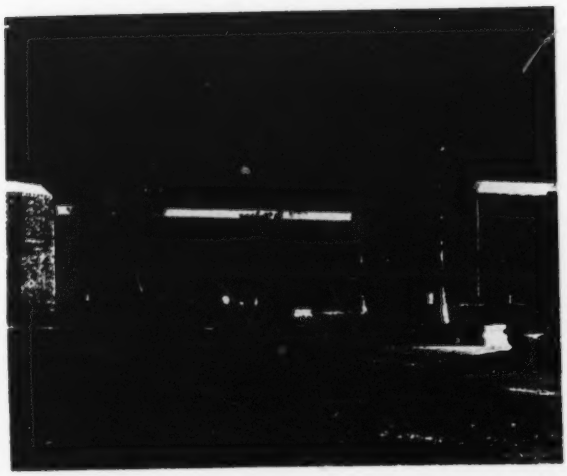


VISION: Nevada's community colleges recognize that our lives are closely tied to those of many nations and cultures. In the future, they must not only meet the challenge of an ethnically diverse student population, but also integrate a global perspective into curriculum.

VISION: Nevada's community colleges provide an essential link in the educational process, from elementary schools through universities. In the future, they must use their flexible scheduling capabilities and adaptability to extend lifelong learning opportunities to all ages.

VISION: Through customized training and occupational programs, Nevada's community colleges will increase the pool of underrepresented populations entering scientific and technical fields and help the state maintain a qualified workforce -- a role vital to Nevada's economic development.

Community College of Southern Nevada



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Cheyenne Campus

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North Las Vegas, NV 89030-4299
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FAX: (702) 643-6427

Henderson Campus

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FAX: (702) 564-3367

West Charleston Campus

Claude I. Howard Health Sciences Center
5375 West Charleston Blvd.
Las Vegas, NV 89102-1124
(702) 877-1133
FAX: (702) 870-0052

Northern Nevada Community College

President: Dr. Ron Remington

901 Elm Street
Elko, NV 89801
(702) 738-8493
FAX: (702) 738-8771

Off-campus Teaching Centers

Ely, Winnemucca, Wells, Battle Mountain,
Eureka, Austin, Wendover, Jackpot,
McDermitt, Owyhee and Carlin

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Truckee Meadows Community College

President: Dr. John W. Gwaltney

7000 Dandini Boulevard
Reno, NV 89512-3999
(702) 673-7025
FAX: (702) 673-7108

Off-campus Teaching Centers

Eighteen different sites in the Reno-Sparks area, including the University of Nevada, Reno, Sierra Nevada Museum of Art, and Old Town Mall

Western Nevada Community College

President: Dr. Anthony D. Calabro

Carson City Campus

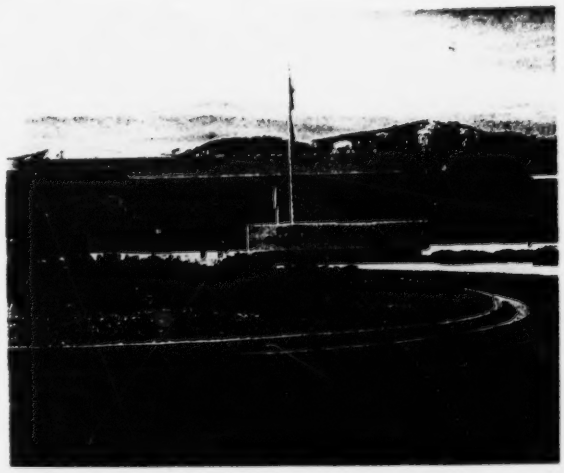
2201 West Nye Lane
Carson City, NV 89703
(702) 887-3000
FAX: (702) 885-0642

Fallon Campus

160 Campus Way
Fallon, NV 89406
(702) 423-7565
FAX: (702) 423-8029

Off-campus Teaching Centers

Minden, Gardnerville, Lake Tahoe, Fernley, Hawthorne, Lovelock, Yerington, Virginia City



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